

TECSCU

Characteristics

Teacher Education Council of State Colleges and Universities



A Report Based on the 2002
Professional Education Data System
of the American Association of
Colleges for Teacher Education
and the National Council for
Accreditation of Teacher Education

Contents

Introduction	3
Teacher Education Council of State Colleges and Universities	3
Student Enrollment	3
Table 1. Institution-Wide Enrollment by Race/Ethnicity and Gender	4
Table 2. Percentage of Student Body Enrolled in Education by Race/Ethnicity and Gender	4
Table 3. Education Enrollment by Race/Ethnicity and Gender	5
Table 4. Education Enrollment by Race/Ethnicity and Gender—Means and Standard Deviations	5
Degrees Conferred	5
Table 5. Bachelor's Degrees Conferred in Early Childhood, Elementary, and Secondary Education by Race/Ethnicity and Gender	6
Table 6. Bachelor's Degrees Conferred in English, Mathematics, and Science Education by Race/Ethnicity and Gender	6
Professional Education Faculty	7
Table 7. Professional Education Faculty by Gender and Race/Ethnicity	7
Table 8. Professional Education Faculty by Gender and Race/Ethnicity—Means and Standard Deviations	8
Technology Education	8
Table 9. Technology in Teacher Education	8
Distance Learning	9
Table 10. Distance Learning—Means and Standard Deviations	9



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For information about the Professional Education Data System, e-mail peds@aacte.org or call 202/293-2450.

Introduction

The American Association of Colleges for Teacher Education (AACTE) is the sole national organization that represents the institutional interests of university-based teacher education programs. Specifically, AACTE represents more than 770 schools, colleges, and departments of education and affiliate organizations that produce more than two thirds of the nation's new school personnel each year.

One of the Association's primary goals is to contribute to the knowledge base on teacher education by conducting surveys on topics of critical interest, publishing scholarly papers, and collecting information that assists users in the study of education policy, especially as it relates to the quality preparation of educators. In addition, AACTE and the National Council for Accreditation of Teacher Education (NCATE) cosponsor the Professional Education Data System (PEDS), which annually collects and examines data on the productivity, demographics, and financial resources of AACTE and NCATE member institutions.

Teacher Education Council of State Colleges and Universities ¹

Within the AACTE membership, many schools are also members of the Teacher Education Council of State Colleges and Universities (TECSCU), which serves teacher education programs at public comprehensive institutions. The Council is an organization committed to providing an education of excellence for the youth of America. It accepts the responsibility of helping to shape the future of education in this nation by the way its member institutions educate teachers and other education professionals. TECSCU member institutions rely on it for policy development, direction, and services to improve schooling at all levels.

This report provides selected data for TECSCU member institutions from the 2002 PEDS report, which collected data on the 2000-2001 academic year. Of the 662 AACTE members who completed the survey, 176 institutions (26.6%) indicated that they were affiliated with TECSCU. Data used for this report is based on these 176 institutions and is organized into four subsections: (a) Professional Educational Faculty, (b) Enrollment, (c) Degrees Conferred, and (d) Technology and Distance Education.

Student Enrollment

Undergraduate students are defined in PEDS as those enrolled in a 4- or 5-year bachelor's degree program, associate's degree program, or a vocational or technical program below the baccalaureate level. Graduate students generally hold a bachelor's degree or first professional degree, or equivalent, and are taking courses at the postbaccalaureate level.

Table 1 shows the number of students enrolled in all fields at the 176 institutions by race/ethnicity and gender. In this study, each student is counted in only one race/ethnicity group. Of the more than one-and-a-half million undergraduates and 300,000 graduates enrolled in 2000-2001, more than half were women, and about two thirds were White.

¹ Note: These data are based on information submitted for the 2002 PEDS report and do not reflect the entire membership of TECSCU.

Table 1. Institution-Wide Enrollment by Race/Ethnicity and Gender

Race/ethnicity	Undergraduate						Graduate					
	Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
White	473,383	29.85	632,777	39.90	1,106,160	69.75	74,216	22.10	150,112	44.70	224,328	66.80
African American	64,024	4.04	111,963	7.06	175,987	11.10	8,103	2.41	21,501	6.40	29,604	8.82
Hispanic	43,027	2.71	63,412	4.00	106,439	6.71	6,117	1.82	11,528	3.43	17,645	5.25
Asian/Pacific Islander	29,517	1.86	37,954	2.39	67,471	4.25	4,559	1.36	6,672	1.99	11,231	3.34
American Indian/ Alaskan Native	6,263	0.39	9,112	0.57	15,375	0.97	721	0.21	1,337	0.40	2,058	0.61
Nonresident alien	19,448	1.23	17,274	1.09	36,722	2.32	14,542	4.33	10,615	3.16	25,157	7.49
Race unknown	35,190	2.22	42,564	2.68	77,754	4.90	7,364	2.19	18,424	5.49	25,788	7.68
Total	670,852	42.30	915,056	57.70	1,585,908	100	115,622	34.43	220,189	65.57	335,811	100

Table 2 shows the overall percentage of students enrolled in *education programs* at the 176 institutions by race/ethnicity and gender. About 1 in 3 graduate students and 1 in 10 undergraduates were enrolled in education programs for 2000-2001.

Among undergraduates, the racial/ethnic group with the largest proportion of students enrolled in education was Whites, followed closely by American Indians. Among graduate students, American Indians chose education at the highest rate, followed by Whites, African Americans, and Hispanics. Smaller percentages of Asians and nonresident aliens enrolled in education programs, as did about 18% of the graduate students for whom the racial/ethnic identity was unknown.

Table 2. Percentage of Student Body Enrolled in Education by Race/Ethnicity and Gender

Race/ethnicity	Undergraduate			Graduate			Total student body
	Male	Female	Total	Male	Female	Total	
White	7.17	16.57	12.55	25.25	39.42	34.73	16.29
African American	5.38	8.54	7.39	28.17	36.56	34.27	11.26
Hispanic	4.09	8.97	7.00	25.94	38.39	34.08	10.85
Asian/Pacific Islander	1.41	3.82	2.77	10.24	21.46	16.91	4.78
American Indian/Alaskan Native	9.92	13.65	12.13	29.40	38.29	35.18	14.85
Nonresident alien	0.96	2.26	1.57	3.22	9.29	5.78	3.28
Race unknown	3.54	7.72	5.83	17.31	18.03	17.83	8.81
Total	6.20	13.82	10.60	21.65	35.30	30.60	14.09

Table 3 presents a breakdown of the education enrollment by race/ethnicity and gender. Three in four education students at both undergraduate and graduate levels are women, and about the same number are White. African Americans comprise the second largest group, followed by Hispanics. The graduate enrollment is slightly more racially/ethnically diverse than the undergraduate population.

Table 3. Education Enrollment by Race/Ethnicity and Gender

Race/ethnicity	Undergraduate						Graduate					
	Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
White	33,950	20.20	104,861	62.38	138,811	82.57	18,737	18.24	59,179	57.60	77,916	75.83
African American	3,442	2.05	9,566	5.69	13,008	7.74	2,283	2.22	7,861	7.65	10,144	9.87
Hispanic	1,761	1.05	5,685	3.38	7,446	4.43	1,587	1.54	4,426	4.31	6,013	5.85
Asian/Pacific Islander	417	0.25	1,449	0.86	1,866	1.11	467	0.45	1,432	1.39	1,899	1.85
American Indian/Alaskan Native	621	0.37	1,244	0.74	1,865	1.11	212	0.21	512	0.50	724	0.70
Nonresident alien	187	0.11	390	0.23	577	0.34	468	0.46	986	0.96	1,454	1.42
Race unknown	1,246	0.74	3,284	1.95	4,530	2.69	1,275	1.24	3,322	3.23	4,597	4.47
Total	41,624	24.76	126,479	75.24	168,103	100	25,029	24.36	77,718	75.64	102,747	100

Table 4 presents the means and standard deviations by race/ethnicity and gender of undergraduate and graduate students enrolled in education programs at TECSCU institutions. On average, more White students were enrolled in both undergraduate and graduate education programs than non-White students. African American education students, on average, were the largest group of non-White students. Additional analysis is needed to determine whether any differences by race and gender are statistically significant.

Table 4. Education Enrollment by Race/Ethnicity and Gender—Means and Standard Deviations

Race/ethnicity	Undergraduate				Graduate			
	Male		Female		Male		Female	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
White	193	212	596	574	108	90	340	280
African American	20	27	54	86	13	21	45	76
Hispanic	10	27	32	93	9	32	25	82
Asian/Pacific Islander	2	5	8	19	3	8	8	23
American Indian/Alaskan Native	4	16	7	28	1	3	3	7
Nonresident alien	1	2	2	3	3	5	6	10
Race unknown	7	19	19	38	7	16	19	41

Degrees Conferred

Table 5 presents information on the total number of students and percentages enrolled in programs in early childhood, elementary, and secondary education. Across the 176 TECSCU institutions, the number of women receiving bachelor's degrees in these fields was far greater than men.

Early childhood or pre-elementary/kindergarten teacher education programs prepare individuals to teach students ranging in age from infancy through 8 years (Grade 3) and, depending on the school system or state regulations, may include preparation to teach all relevant subject matter. Over 92% of the 3,000 bachelor's degrees in early childhood education went to women. Nearly 8 in 10 early childhood degrees went to Whites.

Elementary teacher education programs prepare individuals to teach students in the elementary grades, which may include kindergarten through Grade 8 but, depending on the school system or state regulations, could include preparation to teach all elementary subject matter. Of more than 16,000 elementary education bachelor's degrees nearly 9 in 10 went to women, and a similar percentage was earned by Whites. About 13% of elementary degrees went to African Americans, Hispanics, Asians, American Indians, and nonresidents combined; and the race/ethnicity of the remaining students was unknown.

Secondary teacher education programs prepare individuals to teach students in the secondary grades, which may include Grades 7 through 12, depending on the school system or state regulations. These programs may include preparation to teach a comprehensive curriculum or specific subject matter. Compared to the early childhood and elementary education programs, there was greater gender parity in the 526 degrees awarded for secondary education in 2000-2001—about 40% went to men. More than three quarters of the secondary-level bachelor's degrees were awarded to Whites. Hispanics and African Americans each earned about 3%, and Asians and nonresidents accounted for less than 1% each. No secondary education degrees were reported for American Indians/Alaskan Natives.

Table 5. Bachelor's Degrees Conferred in Early Childhood, Elementary, and Secondary Education by Race/Ethnicity and Gender

Race/ethnicity	Early childhood						Elementary						Secondary					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
White	162	5.28	2,288	74.58	2,450	79.86	1,661	10.27	12,105	74.81	13,766	85.08	155	29.47	247	46.96	402	76.43
African American	8	0.26	210	6.84	218	7.11	125	0.77	745	4.60	870	5.38	2	0.38	14	2.66	16	3.04
Hispanic	8	0.26	128	4.17	136	4.43	91	0.56	632	3.91	723	4.47	3	0.57	13	2.47	16	3.04
Asian/Pacific Islander	4	0.13	60	1.96	64	2.09	26	0.16	178	1.10	204	1.26	1	0.19	2	0.38	3	0.57
American Indian/ Alaskan Native	1	0.03	24	0.78	25	0.81	17	0.11	103	0.64	120	0.74	0	0	0	0	0	0
Nonresident alien	1	0.03	10	0.33	11	0.36	0	0	11	0.07	11	0.07	1	0.19	1	0.19	2	0.38
Race unknown	43	1.40	121	3.94	164	5.35	55	0.34	432	2.67	487	3.01	48	9.13	39	7.41	87	16.54
Total	227	7.40	2,841	92.60	3,068	100	1,975	12.21	14,206	87.79	16,181	100	210	39.92	316	60.08	526	100

Table 6 presents information on the students who received a bachelor's degree in English, mathematics, or science education. Over three quarters of the 1,108 English education degrees were earned by women. Whites earned 83.9% of the degrees, followed by African Americans, Hispanics, American Indians, Asians, and nonresident aliens. The race/ethnicity is unknown for 5.7% of the students earning English education degrees. In mathematics education, almost two thirds of the 426 bachelor's degrees were awarded to women, and nearly 9 in 10 went to Whites. In science education, men earned nearly half of the 410 bachelor's degrees, and 85% went to Whites.

Table 6. Bachelor's Degrees Conferred in English, Mathematics, and Science Education by Race/Ethnicity and Gender

Race/ethnicity	English						Mathematics						Science					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
White	204	18.41	726	65.52	930	83.94	206	31.12	372	56.19	578	87.31	150	36.59	197	48.05	347	84.63
African American	13	1.17	55	4.96	68	6.14	13	1.96	26	3.93	39	5.89	4	0.98	5	1.22	9	2.20
Hispanic	8	0.72	14	1.26	22	1.99	4	0.60	10	1.51	14	2.11	3	0.73	4	0.98	7	1.71
Asian/Pacific Islander	2	0.18	7	0.63	9	0.81	4	0.60	5	0.76	9	1.36	6	1.46	6	1.46	12	2.93
American Indian/ Alaskan Native	3	0.27	13	1.17	16	1.44	3	0.45	4	0.60	7	1.06	7	1.71	4	0.98	11	2.68
Nonresident alien	0	0.00	0	0.00	0	0.00	0	0.00	2	0.30	2	0.30	0	0.00	1	0.24	1	0.24
Race unknown	12	1.08	51	4.60	63	5.69	6	0.91	7	1.06	13	1.96	16	3.90	7	1.71	23	5.61
Total	242	21.84	866	78.16	1,108	100	236	35.65	426	64.35	662	100	186	45.37	224	54.63	410	100

Professional Education Faculty

Professional education faculty teach one or more education courses, provide professional services to education students (e.g., advising or student teaching supervision), or administer some portion of the professional education unit. This group includes individuals from outside the professional education unit who are directly involved in providing the services listed above but does not include K-12 teachers unless they hold faculty rank.

Full-time faculty or instruction/research staff are those employed full-time (as defined by the institution) and whose major regular assignment is instruction, including those with release time for research. *Part-time faculty* are defined as those who teach less than two semesters, three quarters, two trimesters, or two 4-month sessions and include part-time instructors. *Adjunct faculty* members have an occasional or temporary affiliation with the unit and perform a duty or service in an auxiliary capacity.

More than 19,000 professional education faculty taught at the 176 TECSCU member institutions as of November 1, 2002. Table 7 presents data on the employment categories of the professional educational faculty by gender and race/ethnicity. While there are differences in the number of professional education faculty by race/ethnicity and gender, additional analysis is needed to determine whether the differences are statistically significant.

Table 7. Professional Education Faculty by Gender and Race/Ethnicity

		Full-time faculty		Part-time faculty*		Adjunct faculty		Total	
		N	%	N	%	N	%	N	%
Gender	Male	4,018	42.59	2,010	40.69	1,898	34.57	7,926	39.90
	Female	5,416	57.41	2,930	59.31	3,592	65.43	11,938	60.10
	Total	9,434	100	4,940	100	5,490	100	19,864	100
Race/ ethnicity	White	7,895	83.87	4,087	83.43	4,654	85.02	16,636	84.08
	African American	772	8.20	275	5.61	361	6.59	1,408	7.12
	Hispanic	301	3.20	212	4.33	169	3.09	682	3.45
	Asian/Pacific Islander	266	2.83	104	2.12	50	0.91	420	2.12
	American Indian/Alaskan Native	62	0.66	15	0.31	15	0.27	92	0.46
	Nonresident alien	80	0.85	75	1.53	11	0.20	166	0.84
	Race unknown	37	0.39	131	2.67	214	3.91	382	1.93
	Total	9,413	100	4,899	100	5,474	100	19,786	100

* Part-time faculty does not include adjunct faculty.

Table 8 presents the means and standard deviations of the professional education faculty across the 176 institutions. On average, each institution has 31 full-time women and 23 full-time men on the education faculty.

Table 8. Professional Education Faculty by Gender and Race/Ethnicity—Means and Standard Deviations

		Full-time faculty		Part-time faculty*		Adjunct faculty	
		Mean	SD	Mean	SD	Mean	SD
Gender	Male	23	28.0	12	16.5	11	14.1
Race/ ethnicity	Female	31	25.6	17	27.9	21	26.6
	White	45.4	43.9	23.5	36.0	26.8	32.9
	African American	4.4	5.7	1.6	3.3	2.1	5.2
	Hispanic	1.7	3.3	1.2	4.4	1.0	5.4
	Asian/Pacific Islander	1.5	3.7	<1.0	1.9	<1.0	1.3
	American Indian/Alaskan Native	<1.0	<1.0	<1.0	<1.0	<1.0	<1.0
	Nonresident alien	<1.0	2.1	<1.0	4.3	<1.0	<1.0
	Race unknown	<1.0	1.3	<1.0	4.3	1.2	5.9

* Part-time faculty does not include adjunct faculty.

Technology Education

The 2002 PEDS instrument collected information about technology requirements at each institution, including expectations for teacher candidates in the following areas: (a) delivery, development, prescription, and assessment of instruction; (b) problem solving; (c) school and classroom administration; (d) educational research; (e) electronic information access and exchange; and (f) personal and professional productivity. The data submitted by the 176 responding TECSCU institutions are presented in Table 9.

Table 9. Technology in Teacher Education

Teacher candidate technology requirements	N	%
Deliver instruction using various technologies	98	57
Use various technologies as course requirements	69	40
No specific technology requirement	1	1
Other	3	2
Education faculty technology use	N	%
Required to incorporate various technology into their courses	31	18
Most incorporate various technology into their courses	129	75
Some incorporate various technology into their courses	9	5
Other	2	1
Professional development in technology in local K-12 school district	N	%
Has formal arrangement to provide professional development opportunities in technology to teachers	78	46
Provides occasional professional development opportunities in technology to teachers	86	51
Provides no professional development opportunities in technology to teachers	5	3

Distance Learning

Information about the number of distance learning courses offered to graduate and undergraduate students was also reported in the 2002 PEDS survey. *Distance learning* refers to education or training courses delivered to remote (off campus) locations via video (live or prerecorded) or computer technologies. Courses conducted exclusively on campus or exclusively via written correspondence are not considered distance learning. The definition also does not include courses in which an instructor travels to a remote site to deliver instruction in person. Table 10 shows the means and standard deviations of the distance learning courses and programs offered across the 176 TECSCU respondents for 2000-2001.

Table 10. Distance Learning—Means and Standard Deviations

Distance learning	Undergraduate		Graduate	
	Mean	SD	Mean	SD
Courses offered	11	26	21	39
Enrollment	211	531	349	657
Programs offered	1	2	1	2